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ABSTRACT

A proposal is made for a secondary teacher education program designed to help prospective teachers to function effectively with pupils in a culturally diverse society. This program offers education majors on the secondary level the opportunity to select: 1) courses which reflect and support concepts and practices in multiculturalism; 2) courses which are bilingual/bicultural; 3) courses related to a particular target culture or cultures; and, 4) courses that emphasize different aspects of the multicultural dimension. An outline of this program is presented listing curricular components, free and required electives, and required and elective courses in multicultural education. (JD)

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PROPOSED MULTICULTURAL TEACHER EDUCATION PROGRAM FOR PROSPECTIVE TEACHERS ON THE SECONDARY LEVEL

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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INTRODUCTION

The Problem

This document represents an attempt to design a functional multicultural teacher education program for undergraduate secondary education majors at Florida A and M University. Educating the teacher education students to perform successfully in a multicultural society is truly a professional challenge to teacher educators. The implementation of a functional undergraduate multicultural teacher education program at FAMU is the most demanding obligation for the College of Education. The imperative for us in teacher education is to help the prospective teachers to acquire the skills, competencies, and understandings they need to function as effective teachers of multicultural children.

Education focuses upon the transmission from one generation to another of that part of the culture which is considered of ongoing value. The concepts, ideas, and characteristics of a democratic way of life furnish the basis for the objectives of education in America. These objectives and their effects upon student behavior patterns will determine the bases for selecting, organizing and evaluating the educational experiences to be included in the curriculum for the multicultural population of the American school system. From the training offered by such a curriculum should come the multicultural personalities who believe in and practice democratic attitudes and beliefs;

understand America and the peoples of America; possess powers of critical and objective thinking; appreciate and strive to conserve human, cultural and physical resources; emphasize the worth and dignity of the individual; possess skills in human relations; participate in solving the problems of America and in promoting progress; possess suitable skills for acquiring new knowledge; focus on developing and maintaining an attitude of promoting cultural diversity as reflected in the society of unique individuals groups and communities.

If teacher educators accept the challenge to develop teachers who function efficiently in a democratic pluralistic society, they must organize a teacher education program which will help the prospective teacher to acquire positive attitudes pertaining to tolerance and a regard for freedom; and to acquire those functional attitudes, concepts, knowledges and skills which will enable them individually and collectively to examine facts intelligently, and to pass sound judgments on them and to act accordingly.

The secondary education program for teachers at Florida A and M University must prepare the prospective teachers to design and implement, with the cooperation of multicultural populations, a culturally pluralistic curriculum which will enable learners in a culturally diverse society to cope with the persistent life situations facing them. It is important then to be sure that the competencies and understandings, needed by multiethnic

children and youth as they attempt to deal with the basic problems and situations of everyday living, constitute the core of a curriculum designed to train teachers to function effectively in today's dynamic and complex society of disparate cultures.

Purposes of Study

The purposes of the study are to:

1. Design a multicultural teacher education program for secondary education majors at Florida A and M University
2. Stimulate and encourage secondary education personnel to provide multicultural teacher education experiences for prospective students
3. Make accessible in one source essential information pertaining to conceptualizing, designing and implementing a sound and functional multicultural education program
4. Make a critical review of the literature in the area of multicultural teacher education so as to identify certain dominant characteristics and trends which may provide a basis for creating a truly multicultural educational setting at Florida A and M University.

Delimitations of Study

The study is limited in the following ways:

1. The multicultural teacher education program is planned for Florida A and M University.
2. The multicultural teacher education program is planned for the College of Education.
3. The multicultural education program is planned for the Department of Secondary Education.

4. The program emphasis is more multicultural education rather than ethnic studies.

5. The interdisciplinary conceptual curriculum which is planned for secondary teacher education students will facilitate the implementation of a multiethnic curriculum which cuts across disciplinary boundaries and focuses upon key cultural, democratic, humanistic and multicultural concepts that are viewed from the perspectives of the teacher education curricula such as: social studies education, mathematics education, English education, music education, art education, physical education, science education, etc.

Methods of Procedure and Sources of Data

In order to be consistent with the purposes of this study the following procedures were used in the securing, interpreting and organizing of the data:

1. A review of recent literature in the area of multicultural education and multicultural teacher education (Research findings and philosophical viewpoints)

2. An analysis of current practices and programs, in multicultural secondary teacher education (a study of multicultural programs in NCATE approved institutions was made to determine objectives, structure, programs, trends and evaluative procedures.)

3. A study of summarized reports from conferences and seminars on multicultural education

4. A critical analysis of comments made by multicultural personnel in formal and informal settings. (Administrators, teachers and students at conferences pertaining to multicultural education and teacher education.)

5. An analysis of current practices and programs in multicultural education on the secondary level which revealed many possible techniques and approaches to multiculturalism in education.

6. Conducted conferences with administrators, teachers and students pertaining to the necessity of creating a viable secondary multicultural teacher education

program at Florida A and M University and for the purpose of creating a high level sensitivity.[1]

Basic Assumptions

The study is based upon the following assumptions:

1. The central aim of a liberal education is the development and improvement of the whole man: the maximum development of human qualities and capacities.

2. The development of human qualities of every individual will result in an intelligent society of free men who are able to provide solutions for society's problems; pursue creative activities and add to existing knowledge; influence and direct social change; and carry on research activities which will result in improved methods of preserving, enriching and transmitting the social heritage.

3. Multicultural education is a compelling function of higher education as it attempts to foster a truly liberal education in today's democratic society.

4. Multicultural education is concerned with modifying the total educational environment, so that the environment is more reflective of the ethnic diversity of American society.

5. Multicultural education is designed for all students - all races, ethnic groups, and social classes.

6. Fostering a pluralistic society through a multiethnic teacher education program is one of the demanding professional challenges of Florida A and M University.

7. The current secondary teacher education curriculum at Florida A and M University is not preparing the

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[1]Gayles, Anne Richardson, An Analysis, and Cataloging of Multicultural Teacher Education Curricula in Colleges and Universities, Approved by the American Association of Colleges for Teacher Education. Resources in Education, November, 1979, 120 pp. ERIC #ED 173338, SPO 14455.

kind of teacher needed to teach in a culturally diverse society and the kind of teacher needed for effectively teaching identified culturally different youth.

8. The realization of the importance of a good multicultural teacher education program at Florida A and M University is increasing among administrators, teachers, and students and they are ready to launch a program for the College of Education which is multicultural in conception, design and implementation.

9. The teaching process is always a cross-cultural encounter.

10. Multicultural education methods can be employed in all disciplines.

11. Multicultural education perspectives must be reflected in all phases of a teacher education program: general education; specialization area; and professional education including field-based components.

12. Multicultural education perspectives must be reflected in all major processes of teaching: selecting of motivating activities; identification of competencies; specification of objectives; selection of content, teaching-learning activities, instructional materials, resources, strategies and evaluative techniques.

13. Florida A and M University needs an interdisciplinary-conceptual teacher education curriculum for its secondary multicultural education program.

Value of the Study

Florida A and M University is engaged in the preparation of teachers, therefore, it has a central role in the positive development of a culturally pluralistic society. Through its teacher education program prospective teachers should be taught those values which support cultural diversity and individual uniqueness; and they should develop qualities of leadership

which will promote individual commitment to a social system where individual worth and dignity are fundamental tenets. If the institution's teacher education program is to be successful in playing a major role in preserving and enhancing cultural pluralism efforts must be directed towards creating a total educational process and educational content which reflect a commitment to cultural pluralism. This commitment to cultural pluralism should be evidenced by the following:

1. the teaching of values which support cultural diversity and individual uniqueness
2. the encouragement of the qualitative expansion of existing ethnic cultures and their incorporation into the mainstream of American socio-economic and political life
3. the support of explorations in alternative and emerging life styles
4. the encouragement of multiculturalism, multilingualism, and multidialectism
5. faculty and staff of multiethnic and multiracial character
6. a student body that is representative of the culturally diverse nature of the community being served
7. a culturally pluralistic curriculum that accurately represents the diverse multicultural nature of American society
8. special programs to help students to understand that being different connotes neither superiority nor inferiority
9. program of activities where students of various social and ethnic backgrounds may learn freely from one another

10. Programs that help different minority students understand who they are, where they are going, and how they can make their contribution to the society in which they live

11. a teacher education curriculum which is based upon the philosophy that there is no one model American; and principles which promote the understanding and the appreciation of differences that exist among the nation's citizens; and the wholesome respect for the intrinsic worth of every individual

12. Program of activities which provides a means for coping with intercultural tensions that are natural and cannot be avoided in a growing, dynamic society.

13. A commitment to cultural pluralism which permeates all areas of the educational experience provided for prospective teachers

14. An organized multicultural teacher program. (1, 2, 3, 4, 5, 9, 10.)

A careful examination of the institution's program to prepare secondary school teachers revealed that many multicultural goals were being realized in the major areas of study through organized courses--required and electives; seminars, conferences, informal and formal out-of-class activities, co-curricular experiences, school-community involvement, special school programs, and educational related projects. It was, however, very noticeable that there did not exist an organized program of multicultural education with a commitment to cultural pluralism. As a result of this discovery there was a demanding need to design and implement a multicultural teacher education program for secondary education majors because (1) the major purposes of a College of Education in today's society are to prepare teachers to function effectively in culturally diverse

environments; help prospective teachers acquire positive attitudes toward the cultural diversity which characterizes American society; aid prospective teachers to become responsive to the particular needs of multicultural students; help prospective teachers to acquire those special competencies needed for quality teaching in a culturally diverse society and competencies to be demonstrated by teachers who teach specified culturally different youth; and to help prospective teachers to correctly utilize appropriate content, instructional strategies, facilities and resources for teaching multicultural populations; (2) the Secondary Education program must show evidence of having fulfilled the requirements of the Multicultural Education Standards of the National Council for Accreditation of Teacher Education by 1980. (The Standards advocate an organized multicultural teacher education curriculum which integrates ethnic and cultural content and experiences throughout the entire teacher education program.)

The specific purposes of an organized multicultural teacher education program for secondary education majors at FAMU are to:

1. Teach the United States ethnic and cultural experience
2. Integrate ethnic and cultural content throughout the entire curriculum
3. Present diversity of culture, ethnicity, and custom as a strong positive feature of our nation.

REVIEW OF RELATED LITERATURE

Definition of Multicultural Education

Multicultural education is education which values cultural pluralism. Multicultural education rejects the view that schools should seek to melt away cultural differences or the view that the schools should merely tolerate cultural pluralism. Instead, multicultural education affirms that schools should be oriented toward the cultural enrichment of all children and youth through programs rooted to the preservation and extension of cultural diversity as a fact of life in American society, and it affirms that this cultural diversity is a valuable resource that should be preserved and extended. It affirms that major educational institutions should strive to preserve and enhance cultural pluralism which is a state of equal co-existence in a mutually supportive relationship within the boundaries or framework of one nation of people of diverse cultures with significantly different patterns of belief, behavior, color, and in many cases with different languages. To achieve cultural pluralism, there must be unity with diversity. Each person must be aware of and secure in his own identity, and be willing to extend to others the same respect and rights that he expects to enjoy himself.[2]

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[2]Commission on Multicultural Education, "No One Model American," American Association of Colleges in Teacher Education, Washington, D. C., 1972.

Education that is multicultural is a concept predicated upon a belief that all people must be accorded respect, regardless of their social, ethnic, cultural, and religious backgrounds. Programs designed to promote the concept involve a structured process to develop awareness and acceptance of one's own culture as well as cultures which are different, an appreciation for cultural diversity, and human dignity and equal respect for all people.(8) A program of education that is multicultural includes the features below:

(a) Staffing composition and patterns that reflect the pluralistic nature of our American society.

(b) Curricula that are adequate, flexible, unbiased, and incorporate the contributions of all cultural groups.

(c) Affirmation of the languages of cultural groups as different rather than deficient.

(d) Instructional materials that are free of errors and stereotypes, that are inclusive rather than supplementary, and that show individuals from different cultural groups portraying different occupational and social roles.

(e) Educational evaluation procedures, which assess not only the content of the curricula and instructional materials, but also how successfully the experiences and materials help to accomplish a better understanding and respect for humankind.[3]

Rationale

Multicultural education is the structuring of educational priorities, commitments, and processes to reflect the reality of cultural pluralism as a fact of life in the United States.

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[3]Susan Melnich, Tell Us Who You Are: Oral Language Development for Education that is Multicultural (Madison, Wisconsin: Teacher Corps Associate, University of Wisconsin), p. i.

Educational priorities must focus on developing and maintaining an awareness of cultural diversity as reflected by individuals, groups, and communities. It requires the commitment of educators to the basic concept of diversity as it is expressed through dimensional aspects of ethnicity and cultural group lifestyles. Multicultural education recognizes that the maintenance of cultural diversity is crucial not only to a particular group's survival, but to the basic tenets that support the democratic ideal.

Multicultural education values differences and fosters the development of an appreciation for these differences. It further recognizes similiarities that exist among and between individuals and groups. The need for multiculturalism in education is multidimensional. It concerns itself with relationships between pupil and teacher, parent and teacher, teacher and community, and the host of interpersonal and intrapersonal relationships that are central to the educational process. Maximum utilization of the benefits that accrue from these relationships requires an atmosphere of mutual respect and acceptance. It is not enough to understand cultural differences that may be involved. What is required is the positive endorsement of such differences.

Multiculturalism must permeate all aspects of teacher training. Therefore, experiences provided for teacher interns, inservice teachers, and teacher trainers must reflect multicultural concepts.[4]

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[4]William A. Hunter, Multicultural Education Through Competency-Based Teacher Education, pp. 35-36.

Goals

1. To help inservice and prospective teachers understand the content of ethnic diversity as cultural pluralism.

2. To help inservice and prospective teachers understand and practice the knowledge and principles of cultural context teaching.

3. To help inservice and prospective teqchers acquire the specific competencies needed for effectively teaching identified culturally different youth.

4. To train inservice and prospective teachers to function effectively in a culturally diverse society.

5. To train inservice and prospective teachers to design and execute viable multicultural education programs for the secondary education youth in our pluralistic society. (35, 36, 37, 38, 39, 43, 46, 48, 50, 52)

Specific Purposes

The undergraduate program in multicultural education will help the inservice teacher and the prospective teacher to:

1. understand the concepts and philosophies of ethnicity, cultural pluralism, and multicultural education

2. acquire knowledge, attitudes, and skills consistent with the principles of cultural pluralism

3. translate the philosophy of multicultural education into classroom practice

4. understand the contributions and lifestyles of the various racial, cultural and economic groups.

5. recognize and deal with dehumanizing biases, discrimination and prejudice

6. gain knowledge and appreciation of cultural similarities and differences among racial and ethnic groups

7. develop expertise in methodology for developing positive attitudes and programs to implement the goals of multicultural education

8. grow in self-esteem, security and in respect for others
9. eliminate stereotype thinking about other racial, ethnic and religious groups
10. gain proficiency in reading, writing, and oral communication in the Spanish language - since language is a supportive primary tool of the bilingual, bicultural teacher
11. understand the learning styles of culturally different youth
12. acquire multicultural instructional skills
13. acquire cross-cultural interactional skills so as to overcome the obstacles to cross-cultural communication
14. acquire accurate content about ethnic groups
15. develop realistic attitudes toward cultural diversity, and an attitude of receptivity toward cultural differences. (2, 14, 15, 23, 24, 26, 50, 51)

Terminology

Multicultural Society. A society composed of many diverse groups according to race, religion, language, nationality, sex, income, ethnicity, etc.

Cultural Pluralism. A basic quality of the Americal culture which promotes the understanding, appreciation and acceptance of the differences that exist among the nation's citizens. It is to see these differences as a positive force in the continuing development of a society which professes a wholesome respect for the intrinsic worth of every individual.

Multicultural Education. A process by which students are assisted in developing their skills to function effectively in a society of diverse cultural groups.

Multicultural Teacher Education. The curricular experiences which are designed to help prospective teachers to function effectively with pupils in a culturally diverse society.

Multicultural Professional Laboratory Program. A program of direct experiences in which prospective teachers will have contact with children and youth in a culturally pluralistic laboratory setting which will accurately represent the diverse society. (23, 26, 31, 33, 40).

Research Findings and Philosophical Viewpoints

Emergent in the 1960's was a trend to replace the heavy emphasis on compensatory education with ethnic and cultural heritage programs in elementary and secondary public schools. The trend was based upon the belief that children with different languages and cultures must be allowed to learn and respect the language and culture of the group to which they belong; and that all children will benefit from an opportunity to learn about the diverse cultural heritage of their classmates.

A second major multicultural approach concerned alternative learning styles that tend to vary with ethnic background. Bilingual education, which includes instruction in two languages, represented one direction of such an approach. Since a truly effective program of bilingual education includes bicultural education, a new curriculum was devised with cultural as well as language requirements. (6, 8)

The ethnic studies and bilingual education approaches to multicultural education in the elementary and secondary schools took various forms, namely: the weaving of material on blacks and other ethnic groups into the regular curriculum as an integral part of everything that is taught from kindergarten to grade 12; separate courses on ethnic groups, such as African heritage classes in schools, or high school courses - required or elective - ranging from Afro-American history to Swahili to Latin American and Asian studies; using both English and Spanish as media of instruction of the school's curriculum; systematic curricular coverage of the history and heritage of Puerto Rico along with the instructural use of the Spanish language and the learning of English as a second language for socio-economic survival; ethnic studies emphasizing culture hero "success" stories; curriculum projects highlighting the life and contributions of ethnic groups; and the utilization of curriculum guides and teacher guide books for multiethnic classrooms. (9, 20, 41)

The impetus for multicultural approaches in school curricula was responsible for creating the need for competent teachers for multicultural children and youth. Since the teacher is the most important variable in achieving multicultural perspectives, programs in teacher education were needed to help prospective teachers acquire the attitudes, teaching behavior, and strategies which foster a multicultural teaching-learning

environment. The quality of academic training which teachers receive is of paramount importance in fulfilling the goals of a multicultural school. (12, 15, 40, 47, 48, 51, 52)

Many teachers are unprepared to meet the challenge of teaching in multicultural schools. Teacher education institutions must wholeheartedly accept the challenge and responsibility for preparing competent teachers for multicultural classrooms. Within the last ten years many teacher education institutions have put forth efforts to design and implement multicultural teacher education programs.. A review of the literature revealed that these efforts were mostly informal and unstructured. (34) There is a scarcity of systematic research findings. The focus is on philosophic discussions as to how programs in multicultural teacher education should be organized and administered. (34)

Among American educators today there is a growing consciousness that revolutionary action needs to be taken to make school experiences meaningful for students whose racial, social, religious, and cultural backgrounds differ from those of so-called mainstream students. This revolutionary action must be directed towards teacher training institutions since they are responsible for producing the kind of teachers needed for a democratic, pluralistic society. The phenomenon of cultural diversity and the teacher's understanding of it are exceedingly complex, sensitive areas. (23, 24)

The emphasis in this review of literature is on basic principles and action pointers which should guide personnel in teacher education as they begin to restructure teacher education so that it will involve prospective teachers in curricular experiences that will help them to:

1. Recognize the positive nature of our pluralistic society with its cultural and ethnic diversity. (8, 18, 19)
2. Appreciate the contributions of all groups to the richness of our national cultural.(14)
3. Extend awareness of their own origins and that of others in the United States. (21, 39, 44)
4. Acquire those attitudes, values, knowledge and teaching strategies which will enable them to effectively teach in multicultural classrooms. (6)
5. Promote greater multicultural understanding. (7)

Essential multicultural content for teacher education must focus upon a culturally pluralistic curriculum which will accurately represent America's diverse society. This calls for introducing prospective teachers to the great diversity of life-styles which our multicultural heritage embraces; and thereby developing individuals who are open to change, and who are flexible, adaptive, and receptive. (14, 16, 37, 38, 52)

The components of a teacher education program for multicultural teaching should emphasize the learning processes, human relationships, the affective realm, teaching processes, psychomotor realm and the cognitive realm within the framework of education for personal and social adjustment in a democratic, pluralistic society.

A curriculum designed to prepare teachers to function effectively in a multicultural classroom must be based upon the realities of the democratic society and it should take into consideration the psychological orientation of its participants. (19, 20, 21, 23, 24)

The focus of a multicultural teacher education program should be on the development of essential competencies to be demonstrated rather than cause material to be covered in classroom. The competencies should enable the prospective teacher to achieve a greater understanding of his own culture and one or more other cultures; become more fully aware of his anxieties, insecurities and prejudices and those of pupils and adults from other cultures; and formulate and implement teaching strategies appropriate for a multicultural classroom. (37, 46, 51)

Program content of a training program to prepare teachers to interact effecitvely in a multicultural classroom must spring from the realities of the social situation and take into consideration the psychological orientation of its participants. The program content should be divided into content areas focusing upon socio-education, psycho-education and teacher education with emphasis upon developing competencies which would enable the prospective teacher to achieve a greater understanding of their own culture and one or more other cultures; become more fully aware of their anxieties, insecurities and prejudices and those of pupils and adults

from other cultures, and they should help the prospective teachers to formulate and implement teaching strategies appropriate for multicultural teaching. (9, 11, 21, 48)

A multicultural teacher education curriculum must be conceptual, interdisciplinary and based on higher levels of knowledge. This would call for a multiethnic teacher education curriculum which is designed around key concepts and broad generalizations of selected disciplines. No single discipline can adequately explain all of the components of the life styles, cultural experiences and social problems of ethnic groups. Single-discipline or mono-perspective analyses of complex ethnic issues can produce skewed, distorted interpretations and evaluations. A promising way to avoid these pitfalls is to employ consistently multidisciplinary approaches in studying experiences and events related to ethnic groups. (1, 5, 6, 9, 14, 37, 41, 42)

The objective of teacher education programs should be to assist prospective teachers in developing competencies needed to intervene successfully in the development of youth from diverse cultural backgrounds. This objective has a number of implications for teacher education programs and for school curriculum at all levels. Teacher education institutions must:

1. Develop programs that reflect the defined skills, attitudes, and experiences required of individual living and learning in a pluralistic society.
2. Replace subordinate content objectives with behavioral objectives.

3. Employ, in the full range of positions, faculty and administrators from all ethnic groups.

4. Implement training components that provide for competencies needed in cross/cultural and minority teaching/learning situations.

5. Select instructional resources that will reflect multicultural education.

6. Provide opportunities within the institution for prospective teachers to apply rational thinking to real problems of living in a culturally diverse society.

7. Help prospective teachers to demonstrate knowledge in the following areas: the visibility of minorities, racism of society, language and the minorities, innovation and minority education, the affirmation of minorities in education, and curricula in minority education.

8. Include in the practicum experiences of prospective teachers interaction with adolescents not of the dominant culture.

9. Help the prospective teacher to recognize the importance of cultural identification to the development of a strong sense of individual identity; that an adolescent's first language is a positive factor in learning that a student's heritage must be preserved.

10. Build teacher training programs around those competencies which will enable the prospective teachers to understand and utilize aspects of cultural diversity.

11. Design a multicultural professional laboratory program for prospective teachers so that they will have real and active experiences with multicultural populations. (36, 37, 38, 41, 42, 43, 44, 47, 49, 50, 51)

In order to develop teachers who are able to provide effective education to all youth in general and culturally distinct youth, in particular, it is necessary that teachers have a commitment to the goal of effective education for all and that they meet this goal by demonstrating competence in

the manipulation of content in cultural context. The challenge in teacher education is to restructure teacher education for multicultural imperatives. The real issue in multicultural education is to gain clear sense of cultural dynamics as they affect education and to develop effective strategies for guaranteeing real equity in educational opportunity. (1, 2, 3, 4, 10, 11, 12, 18, 19)

Effective multicultural teacher education programs should help the prospective teacher to:

1. Teach respect and appreciation for cultural diversity, including linguistic diversity. (12, 18, 48)
2. Become adept at interweaving non-Anglo contributions and materials into the teaching-learning process of adolescents. (10, 18, 19, 44)
3. Develop positive self-concepts among multicultural adolescents. (17)
4. Develop positive perceptions of others. (16, 17)
5. Consciously encourage bilingualism in the school. (It is essential that all students become aware of the diversity of languages present in the United States and that they learn to respect and value the ability to speak more than one language.) (1, 21, 41, 42)
6. Develop those strategies which promote intergroup relations. (41, 42)
7. Create and locate appropriate multicultural instructional materials. (48,
8. Identify appropriate multicultural instructional resources. (48)
9. Identify and select appropriate methodology for multicultural teaching. (48)
10. Develop meaningful, realistic and pupil-centered multicultural performance-based goals and objectives. (1, 45)

11. Aid high school pupils in understanding about the leading ethnic minorities in the United States - black, Puerto Rican, Mexican-American, Indian, and Asian-American. (20, 22, 23)

12. Identify key concepts and organizing generalizations for a multiethnic curriculum. (9, 13)

13. Develop those approaches and strategies which will facilitate the implementation of concept teaching. (6, 13)

14. Identify and select those evaluative strategies which will determine the extent to which the multiethnic components of the curriculum are being successfully taught and planned. (13, 17)

15. Acquire those knowledges and strategies which will enable them to organize and plan a multiethnic curriculum for America's adolescents. (9, 12, 45, 48, 52)

16. Develop teaching modules and units for major multiethnic concepts and generalizations to be taught in the various components of the interdisciplinary-conceptual curriculum focused upon multicultural education. (48, 52)

A review of the literature in the area of multicultural education indicated that far too little attention is given to programs for the preparation of competent, committed teachers who will be capable of entering a multicultural classroom. The research clearly points to the importance of teacher education personnel in establishing a truly multicultural educational setting; and it indicates a need for training programs to ensure the preparation of personnel who can function effectively in a culturally diverse society.

PROPOSED MULTICULTURAL TEACHER EDUCATION PROGRAM FOR SECONDARY EDUCATION MAJORS

A teacher education program which focuses upon preparing teachers for multicultural classrooms should be designed so as to provide for the following types of curricular components:

General Education

The general education experiences of the prospective teachers should equip them with the knowledges, attitudes and skills necessary to understand multiethnic student needs and purposes; identify immediate and continuing life situations of multicultural students; and to select, and to organize content and activities which will enable them to deal critically and creatively with immediate and continuing life situations.

The general education experiences of the prospective teacher should broaden his understanding of a teacher's role in a pluralistic democratic society as a citizen, and as a teacher of multicultural citizens; help him in developing an appreciation of people who are different from himself in cultural, social, religious, economic, and national background--thus being willing to accord them full equality of opportunity; help him to acquire those moral, ethical and spiritual principles and resources which are needed for effective participation in a culturally diverse society; and experiences in general education should help the prospective teacher to develop sufficient understanding of the activities and agencies of local communities so as to

enable him to relate the educational activities of the school to the ongoing life processes of the community.

The general education experiences of the prospective teacher should help him to communicate his thoughts orally, and in writing with enough clarity and logic to be understood by all racial and ethnic groups; develop knowledge and skill in the use of the languages of multicultural children and youth; and the general education experiences should help the prospective teacher to recognize language as a special dimension in the education of the culturally and linguistically different, and to consider language differences as representing basic means of communication.

The general education program of the prospective teacher should help him to understand people, their cultures and contributions. Diverse cultural groups should be studied in terms of contributions they have made, and are making to world civilization, American civilization and to the local setting.

Area of Specialization

The area of specialization in a multicultural teacher education program provides intensive study in the academic fields in which prospective teachers hope to teach in a school setting. They provide needed competence in the field of specialization. Content from academic fields also contributes to the achieving of professional education objectives; they have a reciprocal relationship, and each is needed in aiding prospective

multicultural teachers to help multiethnic students to deal with the persistent problems of everyday living. The specialization area provides the teacher with essential instructional content. The teacher must deal with the liberal studies in helping multicultural children develop understandings and skills needed in dealing with social realities. Integration of content from several different fields is needed to help the multiethnic child cope with the persistent environmental situations.

Professional Education

The professional sequence is made up of those elements which are concerned with the theory and practice of the teaching-learning process. Since teachers are measured by their ability to practice their profession successfully, they must have control of the knowledge and principles upon which their practice is based. Adequate control of knowledge and principles is developed in prospective teachers through planned experiences under capable guidance and direction.

It is through the professional sequence that teachers of multicultural children will be trained to use those teaching strategies which are culturally and linguistically appropriate for multicultural children and youth; create and utilize instructional materials which are meaningful to the identified culturally different child in building a positive self-concept; plan and direct an effective teaching-learning process for

culturally different youth; design specific activities which are related to the persistent problems and situations of everyday living; and they will be trained to apply the principles of human growth and development, learning, teaching, democracy, curriculum and personality to creating a humanistic process of aiding multiethnic children in personal and social adjustment in this dynamic, complex, and pluralistic democratic society.

Teacher training programs must prepare the prospective teacher to design and implement, with the cooperation of multicultural populations, a culturally pluralistic curriculum which will enable learners in a culturally diverse society to cope with the persistent life situations facing them. Therefore, competencies and understandings needed by multiethnic children and youth as they attempt to deal with the basic problems and situations of everyday living should constitute the core of a curriculum designed to train teachers to function effectively in today's dynamic and complex society of disparate cultures.

I

General Education

Area	Hours
Communications	15
Mathematics	9
Humanities	9
Social Sciences	9
Nautral and Physical Sciences	9
Health	3
Free Electives	15
Discipline Electives	21
	90

Communication skills are basic to a multicultural teacher education program. It is through the fifteen (15) quarter hours program of communicative skills--consisting of an interdisciplinary approach to reading, writing and speaking--that prospective teachers will acquire the basic tools of intellectual survival.

Mathematical skills and concepts are necessary ingredients of a multicultural teacher education program. Prospective teachers for multicultural populations are taught how to formulate problems and think logically; helped to achieve the minimum level of mathematical competence required by a free citizen to function and live happily in today's society; and they are helped to understand mathematical principles and their application to normal transactions of the daily routine in the vocational, ultilitarian, recreational and cultural areas of society.

The study of mathematics and the exposure to mathematical activity show result in the prospective teachers valuing:

1. The ability of human intelligence to invent and discover relationships whose application permits man to influence and order his environment.
2. The ability of human intelligence to go beyond the known and observable pary of its physical environment and engage in imaginative thinking.

Humanities consist of courses and curricular experiences which are inherently multicultural in nature. They assist the prospective teachers in acquiring knowledge, and in

appreciating his own culture and the other major world cultures. The humanities area provides structured and sequential basic information on the major cultures of man's history, thereby promoting a commitment to improving human relations skills and to exploring and developing appropriate intrapersonal and interpersonal development.

Through courses in the area of humanities the prospective teacher should be able to become familiar with writings, music, art, and the unique custom of various ethnic and social groups.

Social Sciences provide those educational processes and content which help prospective teachers to acquire an understanding of the historical and social forces that have shaped the development of human societies.

Competencies related to developing a positive interpersonal and intergroup environment in schools and classrooms are embedded in the content and processes of social sciences.

The ultimate objective of a multicultural education program which is to help students achieve maximum understanding, respect, and appreciation of themselves and others can only be realized through curricular experiences in the area of social sciences. Making students aware of their social and moral responsibilities is a major objective of social science teaching.

The natural and physical sciences provide an opportunity for the prospective teachers to gain a realistic view of science; and they also provide opportunities and active support

for comprehension and application of basic skills to the acquisition of increased understanding. Furthermore, they encourage divergence and the development of predispositions to view issues from various perspectives, including those of other individuals or groups. The success and reward experiences associated with application of basic skills and divergent observation in an environment relatively free of threats to the self are likely to aid learners to be sensitive to and objective about information, ideas, ideologies, and institutions in society. Self-actualization is a major outcome of such teaching.

Support and encouragement of creativity and critical thinking can have terrific impact on prospective teachers who will be training to work with multicultural children who, perhaps for the first time, start to value themselves as individuals capable of understanding and demonstrating that understanding to others in a way they see as important to others.

A scientifically literate population is one of the essentials of our democratic society. The individual with developed rational powers can share deeply in the freedoms his society offers and can contribute most to the preservation of those freedoms. Realization of this educational goal supports a multicultural teacher education program.

Health education courses will be devoted to helping the prospective teacher develop a lifestyle that embraces wholesome

patterns of behavior. Educating and motivating the prospective teacher to develop and maintain a sound mind and body represent the focal point of a multicultural teacher education program.

Free electives and required discipline electives offer a wonderful opportunity for prospective teachers to select courses which will promote the goals and processes of multicultural education and cultural pluralism.

Prospective teachers on the secondary level should be encouraged to elect courses which reflect and support concepts and practices in multiculturalism; courses which are bilingual/bicultural; courses which are related to a particular target culture or cultures; and they should be encouraged to select a variety of multicultural courses which emphasize different aspects of the multicultural dimension.

Through courses in the area of general education the prospective teacher should be helped to:

1. Implement basic communication techniques for facilitating positive interpersonal and intergroup relations within the school and the classroom.
2. Recognize the origins of prejudice and discrimination and the factors which cause them to continue to exist.
3. Understand the contributions, values, and lifestyles of women and various racial and cultural groups.
4. Implement activities in the school and the classroom that cause awareness of self and positive self-concept development.
5. Facilitate the students' awareness of their own values and the consistency of their actions with those values.

6. Design activities for the school and the classroom which promote respect for and awareness of the value of diversity in our society.

7. Deal with racist, sexist, or other discriminatory statements or actions which occur in the school or the classroom.

8. Understand basic human relations concepts such as culture, ethnicity, race, stereotype, prejudice, discrimination, assimilation, ethnocentrism, migration--immigration, racism, sexism, values, etc.

9. Have respect for the viewpoints and values of others that may differ from their own.

10. Laugh at themselves and to avoid jokes which obtain their humor at the expense of others (ethnic, racial, or sexist jokes).

11. Become aware of terms, language, and behavior that may be offensive to other individuals or other groups.

12. Accept criticism without getting upset and to humanely criticize.

13. Relate to other persons as individuals rather than as members of stereotyped groups.

14. Recognize ethnocentrism in descriptions of other cultures or groups.

15. Do a comparative analysis of the experiences of European and minority ethnic groups.

16. Role play social situations involving personal or intergroup conflict.

17. Understand the origin, the causes, and the effects of prejudice and discrimination.

18. Become aware of the way in which prejudice is transmitted from one generation to another and its tremendous cost to society.

19. Become aware of nonverbal communication and its effects.

20. Utilize pantomine techniques to show how attitudes can be conveyed without speaking.

21. Become aware of their rights, duties, and responsibilities as members of a culturally pluralistic society.

22. Discuss interpersonal, intergroup, and sex role conflicts with all the affected parties present.

23. Develop empathy for the desires, feelings, needs, and problems of others including the unique problems faced by persons of another race, sex, ethnic group, religion, or socioeconomic group.

24. Cooperate with other students in group problem solving activities.

25. Become aware of the various racial, cultural and ethnic groups which make-up America, as well as the realization that diversity enriches life and is a fundamental cornerstone upon which America was built.

26. Become aware of the ways that human beings are alike and ways in which they differ (e.g., race, sex, culture) that give them an individual and group identity.

27. Develop a positive, realistic self-concept in every student regardless of race or sex.

28. Become aware of the history, the contributions, the cultures, and the values of various subgroups in American society.

29. List the major contributions various ethnic groups have made to American culture.

30. Recognize and deal with dehumanizing biases such as sexism, racism, prejudice, and discrimination, and become aware of the impact that such biases have on interpersonal relationships.

31. Translate knowledge of human relations into attitudes, skills, and techniques which result in favorable learning experiences for students.

32. Recognize the ways in which dehumanizing biases may be reflected in instructional materials.

33. Establish through the social science components an appreciation of the essential nature of the multicultural heritage of our society.

34. Increase individuals' awareness of their personal backgrounds and family heritages.

35. Increase individuals' awareness of the backgrounds of other ethnic groups.

36. Increase individuals' understanding of the role of ethnic groups in Tallahassee, Leon County, Florida, and the United States.

37. Increase communication among diverse ethnic groups.

38. Develop skills basic to functioning in a culturally pluralistic society.

39. Recognize, understand, appreciate, and respect cultural diversity.

40. Emphasize that differences among people are just differences which must not be judged either better or worse than.

The educational processes and content in general education, which are designed to assist the prospective teachers in acquiring an understanding of the historical and social forces that have shaped the developed of human societies, are inherently multicultural in nature. Multicultural education competencies related to developing a positive interpersonal and intergroup environment in schools and classrooms are embedded in the content and processes of social sciences. The ultimate objective of a multicultural education program which is to help students achieve maximum understanding, respect, and appreciation of themselves and others can only be realized through the social sciences.

If the General Education component of the teacher education program realizes it goal of developing a high level of personal

and intellectual competence in each prospective teacher--thus producing a fully functioning, broadly educated person--the basic goal of multicultural education pertaining to helping teacher education students acquire knowledge of other cultures and relate with facility to persons of his/her own ethnicity, other ethnic groups and nationalities will be achieved. A fully functioning student must demonstrate a sensitive appreciation for acquiring knowledge of the cosmos, the society and the self.

II

Academic Specialization

Normally forty-five (45) quarter hours are required for an academic major and twenty-seven (27) quarter hours are required for a minor. The student may elect to pursue a minor outside his major department or even in another college with proper approval. (For further details please see the section under Area of Specialization.)

III

Professional Education

Area	Hours
Psychological Foundations	9
Sociological Foundations	3
Curriculum	9
Special Methods	6
Practical Experience	15
	42

Courses in psychological foundations focus upon problems and assumptions concerning human learning in educational theory

and practice in conjunction with a systematic review of theories of learning and selected experimental studies; theoretical and empirical approaches to personality structure, development, and assessment that have important implications for educational theory and practice; learning and maturation; learning and cultural factors; learning and motivation; and they deal with the application of psychological principles to the educative processes. Major multicultural concerns are emphasized with those educational principles which are related to reciprocal respect and a friendly emotional atmosphere existing between the teacher and the learner; meaningful, satisfying and realistic goals which guide the learner's activities; motivation which is based upon the needs, interests, problems, and concerns of the learner; provisions for individual differences; and efforts to have the learner engage in active, real-life experiences which are related to one another, and to the problems of home, school, and community.

Educational psychology explores the research and the problems of bilingual, bicultural students. The prospective teacher is taught how to plan his methods and materials to meet the needs of these bilingual and bicultural students.

Structured experiences also are provided in which teacher candidates have opportunities to examine their own attitudes and feelings about issues of racism, prejudice and discrimination.

Courses in social foundations of education examine education as a social function, inquiring into the desirable role of the school with respect to problems of change and conflict in American culture; identify and study basic social issues in American society from the point of view of their relevance for the work of the school; compare the educational system and philosophy of the United States with those of other countries; and then provide a clearer understanding of modern educational practice through a study of historical changes in the instructional process and ideas underlying it.

Courses in social foundations of education deal fundamentally with multicultural concerns from a social and scientific framework. In these courses students examine contributions of educators of multiethnic backgrounds; observe in schools to note the interaction and relationship of children of various cultures; study and observe in action basic principles of intergroup relations as they relate to the teacher as a person, the students as individuals and the teaching-learning environment; and they analyze the concepts of society, culture, social institutions, personality, democracy, language and schooling as they relate to learning and adjustment.

Courses in curriculum focus upon approaches to designing the curriculum; foundations for curriculum development; the process of curriculum planning; current patterns of curriculum organization; evaluation of the outcomes of curricula and

strategy for changing a curriculum. A critical analysis is made of the social, economic, and educational forces operating to bring about changes in the educative process for adolescents. The curriculum will be examined from the standpoint of its effectiveness in developing crosscultural sensitivity. Cosmopolitan sensitivity requires not only an emotional aquaintance with cultural differences but also objectivity about one's own culture. Curricula must be designed so as to prepare people to live in a vastly expanded world with interdependent heterogeneous cultures. The development of cosmopolitan cultural sensitivity is in the realm of multicultural teaching.

Courses in methodology focus upon strategies which tend to promote the fulfillment of stated and accepted educational objectives. The strategies identified should facilitate teaching in a multicultural setting.

Courses in methods are of a general nature and they are of a special nature. The general ones pertains to identifying and using procuedures conducive to learning. The special methods courses pertain to techniques and strategies for teaching a particular content area in the field of specialization; and techniques and strategies for teaching reading in the high school.

In multicultural classrooms the methods of teaching must be appropriate to the students. The differing backgrounds of students suggest different instructional strategies.

The practicum refers to that period of observation, participation and student teaching in the professional sequence. It is a guided experience which puts the prospective teacher in a teaching-learning situation with high school youth for the purpose of performing, under supervision, the major tasks of teaching.

The student teaching experience provides an opportunity for the prospective teacher to have direct contact with members of various racial, cultural and socio-economic groups. Opportunities for students to gain indepth cross-cultural experiences are highlighted during the practicum.

Multicultural educational experiences which may be provided in Professional Education:

1. Designing curriculum materials, methods, and media which relate to the multicultural population; promote positive self-concept; and aid in identifying and appreciating ethnic differences and similarities of lifestyles.

2. Conducting multiethnic "carnival" school days (local, national, and international orientation) that actively involves students to field test materials that are developed.

3. Developing the involvement of community resources as integral parts of the school learning process relative to diversifying contact with adults, instructional strategies and materials.

4. Establishing mechanisms for parental and community participation in the development of ethnic heritage curriculum and instructional materials.

5. Planning special events which address the contributions, heroes, and celebrations of different minority groups. (Ex. Chicano Week, Black American Week.)

6. Designing mini-courses, micro units, and short-term electives which reflect multiculturalism.

7. Preparing outstanding curriculum guides on diverse facets of ethnic studies.

IV

Free and Required Electives

Depending on the student's own desires for supplementary course work which might be both relevant to his educational goals as well as applicable toward his elective hours requirements at FAMU, he may be advised to take certain specific additional courses. The number of free and required electives for a major vary from department to department. The range is from 9-24, with all departments usually having more required elective than free electives.

The system of free and required electives presents excellent opportunities for the prospective teachers to select courses which will help them to:

1. Develop ethnic literacy and acquire a sophisticated understanding of ethnic cultures in the United States.

2. View ethnic groups from an interdisciplinary perspective in order to formulate effective solutions to ethnic problems and become successful change agents in contemporary society.

3. Develop the ability to make reflective decisions so that they can resolve personal problems, and through social action, influence public policy and develop a sense of political efficiency.

4. Develop human relations skills to facilitate interaction and to deal with individuals and groups in a multiethnic classroom.

5. Respect human diversity and personal rights.

6. Create learning environments which contribute to the self-esteem of all persons and to positive interpersonal relations.

7. Recognize and deal with dehumanizing biases, discrimination and prejudices.

8. Understand the contributions and lifestyles of the various racial, cultural and economic groups in society.

V

Multicultural Education

Courses	Hours
Concepts and Strategies in Multicultural Education	3
Multicultural Populations	3
Human Relations Skills	3
Seminar in Multicultural Education	3
	12

The names and descriptions for the proposed courses in Multicultural education are:

1. Concepts and Strategies in Multicultural Education. A critical study of the nature, characteristics, purposes, values, terminology, concepts and components of multicultural education; an examination of major multiethnic perspectives; and an indepth study of the various procedures which are conducive to establishing a viable multicultural education program for adolescents.

2. Multicultural Populations. An examination of the origins, characteristics, cultures, lifestyles and contributions of the socially, ethnically, racially, and socio-economically mixed populations in the United States.

3. Human Relations Skills. An examination of the concepts, attitudes, habits, values, skills and techniques which promote relating effectively to other individuals and various sub-groups other than one's own; study of the processes and specific strategies with promote positive human relations in multicultural classrooms.

4. Seminar in Multicultural Education. (See EDG 5791 - Seminar in Multicultural Education in the Florida A and M University General Catalog 1979-80.)

Besides requiring prospective teachers to take the four multicultural courses mentioned above, teacher educators should examine the current catalog of Florida A and M University to identify:

1. courses whose titles and descriptions are multicultural in nature;
2. courses which reflect and support concepts and practices of multiculturalism;
3. courses offered in bilingual education; and
4. courses which are related to a particular target culture or cultures.

The identified courses should be listed and made available to prospective teachers and academic advisors during registration periods so that they may be suggested for use as free and required electives are chosen. It is hoped that the students will always be encouraged to select those courses which help to fulfill multicultural goals.

Teacher educators should also utilize the modular approach to fulfilling the goals of multicultural education. Every course in the professional sequence for secondary education majors should include multicultural components; these components should be constructed as modules with the competency-based approach to teaching and learning. It is suggested that whenever possible courses in general education and the area of specialization should also include appropriate multicultural modules.

The primary goal of multicultural education is to help pupils function within their ethnic culture, the mainstream culture, and with other ethnic cultures. Florida A and M has the potential for helping to facilitate that goal. One step forward is for the appropriate personnel to provide the leadership necessary for the implementation of a viable multicultural education program in secondary education.

In summary I would like to say that I do hope FAMU will join this revolutionary multicultural movement in education and contribute to bringing forth some needed outstanding changes in the preparation of teachers, and in the education of the youth of today.

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